DOCUMENT RESUME

ED 292 502 JC 880 130

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TITLE Restructuring the Community College at the Yorba Linda Education Center.
INSTITUTION North Orange County Community Coll. District, Fullerton, Calif.
PUB DATE [88]
NOTE 20p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Change Strategies; Community Colleges; Community Services; *Curriculum Development; *Delivery Systems; Educational Change; *Educational Innovation; Educational Trends; *Fund Raising; Futures (of Society); Instructional Innovation; Operating Expenses; Program Development; Teacher Role; Trimester System; Two Year Colleges

ABSTRACT

An innovative educational program is being planned at the Yorba Linda Campus of the Northern Orange County (California) Community College District in an effort to increase enrollment and improve the financial status of the district. The proposed program involves the following components: (1) the adoption of a trimester-based educational system; (2) the provision of a number of alternative instructional delivery systems; (3) the use of faculty as instructional managers rather than dispensers of information; (4) the enhancement of faculty creativity; (5) diagnostic and prescriptive counseling; (6) a core general education curriculum; (7) a wide range of occupational training options; (8) the eventual development of a "24-hour college," providing access to self-paced instruction at all times; (9) flexible scheduling; (10) modifications of the traditional roles of faculty and students; and (11) the establishment of the Yorba Linda Education Center without reliance on public funds. A critical feature of the project is the generation of cash flow through such outside sources as a sports complex, an equestrian center, land leases, software sales, a child care center, contract education, and community service facilities. (UCM)

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ED292502

RESTRUCTURING THE COMMUNITY COLLEGE AT THE YORBA LINDA EDUCATION CENTER

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FROM THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION, "A NATION AT RISK: THE IMPERATIVE FOR EDUCATIONAL REFORM"

The average graduate of our schools and colleges today is not as well educated as the average graduate of 25 years ago. Page 11

FROM RICHARD LAMM, MEGATRAUMAS

Higher education has been drained of much of its experimentation and imagination through the lowering of admission standards, dilution of grade standards, a tendency to popularize the curriculum, and a massive shift in favor of professional and vocational fields. Most of our colleges and universities have receded to a high school level of quality. Page 125

FROM ALLAN BLOOM, THE CLOSING OF THE AMERICAN MIND

Openness used to be the virtue to seek the good by using reason. It now means accepting everything and denying reason's power. Page 38

FROM E.D. HIRSCH, JR., CULTURAL LITERACY - WHAT EVERY AMERICAN NEEDS TO KNOW

One can think of the school curriculum as consisting of two complementary parts, which might be called the "extensive curriculum" and the "intensive curriculum" The content of the extensive curriculum is traditional literate knowledge, the information, attitudes, and assumptions the literate Americans share - CULTURAL LITERACY. The extensive curriculum would be designed to insure that all our high school graduates are given the traditional information shared by other literate Americans. The intensive curriculum, though different, is equally essential. Intensive study encourages a fully developed understanding of a subject, making one's knowledge of it integrated and coherent. Pages 127-128

INTRODUCTION:

An individual's academic background often colors their thinking about a wide range of issues...one instance of this is in biological science where concern often centers around "input" and "output" solutions to ecological problems. For example, if a particular industry is polluting the environment, we might clean up the pollutants...that's an "output" solution to the problem, or we might go to the industry causing the pollution and devise ways for them not to pollute the environment in the first place... that's an "input" solution! The former treats the result of the problem, the latter treats the cause. Input solutions are almost always better solutions than output solutions, although they may be more difficult to achieve. It is always interesting to see how principles of the natural sciences have interesting corollaries in the world of human interactions.

A case in point is the plight of the community colleges in terms of both enrollment and monetary support. Clearly, for the vast majority of these institutions, enrollments have not been growing at the rate experienced in the past, or at the rate currently experienced by other segments of California Higher Education, both public and private. A recent article in the Los Angeles Times (February 13, 1988) stated that the University of California system has a record number of student applicants while the February 19 issue of the same publication reported possible plans for three new campuses! In addition, private proprietary schools are reporting extensive waiting lists for the classes and programs, and the considerable growth of institutions such as National University bear testimony that students are eager to attend classes that will fit into their busy schedules. In contrast, community colleges are experiencing a stable or slightly declining enrollment, a reduction in the average number of units per student, and a drop in relative financial support at the State level. These decreases, combined with moderate inflation, have made it increasingly difficult for community colleges to support existing programs and services, and have made it nearly impossible for them to contemplate any new programs.

In response to this situation, the community colleges have several, alternatives...first, they can do nothing and hope that things will get better on their own... more students will suddenly come through the doors, they will take more classes, more funding will appear, and everything will return to "normal". Realistically, however, none of these hoped for events is likely to happen, and, therefore, the "do nothing" approach will, at best, only maintain the status quo of slow decline. A second way of handling this situation is the old "let's all tighten our belts" response so that, by reducing our spending, we can make it through the crises. While this may provide a short-range easing of the problem, the items that are cut out of the budget are usually such things as research, marketing, and funding of development activities which are precisely the things that will provide long-term solutions. Thus, in this response are the seeds of further, potentially greater, failures! A third approach is what may be referred to as the "let's all try a little bit harder" response. Under this plan, if we each try just a

little bit harder we can, by our collective effort, pull ourselves out of the crisis. However, if we are in a crisis because of our past and current efforts, "trying harder" to conduct more of the same activities may be like pouring gasoline on a fire--it only accelerates the consumptive process! A final approach is to undertake a total restudy and possible revision of both the way we do things by allowing research, specifically proactive market research, to guide us in the directions that are most beneficial to our future and the future of our students. In short, we must determine what students want, what students need, what goals they have for pursuing higher education, and why other institutions are successful while we are not achieving the level of progress we desire?

Alternatives one, two, and three are "output" solutions to the problems...they treat the output of the situation, not the cause. They are attempts to implement a "Triassic Philosophy" in modern times...it's like concentrating on treating the symptoms of a disease while ignoring the causes! Alternative four strikes at the heart of the problem, the cause. It asks the questions: "Why are we where we are in the enrollment situation, and why is it that other institutions are seemingly doing better than community colleges? What are they doing that we aren't...or what are we doing wrong? This kind of question attempts to reach an "input" solution to the problem...it treats the disease, not the symptoms!

A DIFFERENT APPROACH:

What we are suggesting in our District is the development of an Innovative Center that is just such an input solution. We are asking, "How can we promote changes in our instructional program that will return vigor and enrollments to our academic and occupational programs?" We know that different approaches will require additional funds, and we also understand that those funds are not available within the present District budget...even though new, innovative programs may ultimately spell the solution to our current situation. Beyond any doubt, we are presently in an era of "tight money" for community colleges. Insufficient financial resources as the result of limited State funds, enrollment trends, and inflation, have combined to make the basic operation of our institutions a matter of under allocation and deferred expenditures. There are needs for equipment replacement and modernization, supplies, employee salary increases, additional employees, maintenance of the physical facilities, etc... the list is virtually endless! With a tight money situation, and with fierce competition for every dollar of income, there simply must be developed an outside source of income for the promotion of the new and innovative programs that will ultimately increase enrollment and enrollment-based income. Therefore, to pay for these approaches, we have set about developing a "game plan" that will permit us to generate sufficient new sources of income to pay for innovative activities, and, in addition provide excess funds that may be used to encourage faculty at our two campuses to engage in their own innovative activities.

Our dream in all of this is to make things better for everyone, not just this year or next, but for all of the years that will follow...our plan does not involve cutting back on staff, programs, instructional excellence, academic

standards, or the quality of our end product, our students. We are unalterably opposed to each one of these things, and we shall remain so! It is our belief that academic standards and the quality of our program is the single most important factor in promoting our future...we must seek quality at every turn so that our students are challenged to achieve to the limits of their ability, and so that our reputation as an institution demanding excellence is enhanced within the community. If we seek quality and excellence at every turn, if we seek to develop courses, programs, services, and methods of instruction that are appropriate to the rapidly-changing needs of our students, and if we recognize that to accomplish all of these objectives we must operate as a team, we have little to worry about in the future, and we will have achieved an input solution to our problem!

WHY ARE WE DOING THIS?

Presently, there is a well-documented challenge of change before our world society that will forever alter the manner in which we view both the process of education and its value to the individual. Gone are the days when students could anticipate attending school in their formative years and build a foundation of knowledge that would serve them for the remaining years of their lives without further excursions into the halls of learning. Rapidly disappearing also is the potential for completing a high school education with the anticipation of attaining permanent job security from this level of education. We also face many other formidable challenges, including a continuing information explosion, the need to retrain an estimated 3-5 million workers each year for the foreseeable future, rapid technological change, expanding immigration, shifts in the population base, and the problems posed by over 20 million illiterate people within our population!

In relation to these challenges, consider the dramatic changes that have occurred on most community college campuses...for example approximately 70% of our students are now classified as part-time, and 42% of our total student body is taking less than six units! As recently as two decades ago, when most of our students were full- time, these statistics were dramatically different. Furthermore, we are also witness to increasing numbers of our potential students enrolling in area proprietary schools. Why are they doing this? We believe the answer rests in three major areas...first of all, proprietary schools offer accelerated learning programs where students can complete job training in weeks or months instead of semesters or years...people can no longer afford the luxury of traditional school attendance; second, the proprietary schools offer the assurance of assistance with job placement, and do in fact place over 95% of their students; third, these institutions offer essentially open-entry, open-exit programs...students can start and stop when they need to, not when the institution schedules it...a new semester starts each month at these institutions! Do these approaches work? The answer is obvious when you consider that many of these institutions report growth rates of 20% or more per year for the past four years....while community colleges are doing their best to hold even on enrollment!

With the decline in student enrollment, the decrease in the numbers of units

taken by each student, the reduction of available funds from the State for the support of community college education, and the probability that we are not likely to receive major increases in funding for the next decade, where does this leave community colleges? Clearly, such conditions do not bode well for faculty salary increases or for maintaining needed state-of-the-art equipment for laboratories and classrooms. Furthermore, this situation does not make it easy to allocate resources for the development of new instructional concepts and innovative approaches to instructional delivery since every cent taken in is needed to maintain current programs. On the other hand, to maintain a status quo in an era of massive societal change is, in reality, to slip backwards. The greatest dilemma in all of this is that there never has been a greater need for educational systems to assume a "cutting edge" position with respect to the changes that are all about us, but, at the same time, seldom has education been in a more unfavorable position to do so!

This quandary must be overcome! Conversations with area business and industry leaders have clearly spelled out a lack of enthusiasm for many community college programs and services...to a point where numerous large companies are now hiring their own instructors and teaching their own continuing education programs. With a 10% illiteracy rate in our society, the decrease in job opportunities for unskilled and semi-skilled labor, the virtually instantaneous change from an industrial based society to a information based counterpart, the decline of our Nation in the world economic market, the emergence of life-long learning as a reality for nearly everyone, and an attendant change in student educational needs and desires, we must prepare for a changing future. We must re-examine virtually everything we are doing, with a mind set of "breaking out of the box" of traditional education, and with a dedication to "finding new ways".

WHAT WE ARE PLANNING - OUR OPERATIONAL CONCEPTS:

The Trimester-Based Educational System

A logical starting point in breaking out of the box is to examine our scheduling procedures. In the main, community colleges are still following the scheduling procedures that were appropriate when agriculture was a principal means of economic survival. We teach two semesters, starting in September, after the harvest is in, and continue until June, when we need students to be out of school and in the fields! When this anachronistic scheduling is coupled with the information explosion...in some fields of knowledge the information base is doubling every three to five years...the result is lost opportunity, leaving students, facilities, and faculties idle! (Compare this with Japan where high school students attend classes 240 days per year!)

In contrast, let's explore some of the reasons for considering the Trimester system:

> Under the Trimester system, the school year will consist of three fifteen week "Trimesters" which will make it possible to schedule a year around instructional program.

There is ample evidence emerging that students are responsive to the "packaging" of learning experiences in formats other than the traditional semester-long course. In particular, students are receptive to shorter duration learning experiences.

Learning theory indicates distinct advantages in providing students with "immersion" learning. Such learning provides for better course continuity, and improved focus on the subject at hand.

Economic pressures are such that many students can no longer afford to spend two years or more completing a transfer or occupational program...they need to complete their program in as short a period of time as possible. It has been demonstrated that this need is a higher priority than the cost of the education, as students will pay high tuition to attend educational institutions that promise to allow them to complete their education in a shorter period of time.

If greater utilization of physical facilities could be achieved, the community college could realize greater income.

Many professions and occupations have requirements for continuing education....these needs could be logically met by the offering of high intensity (short term) courses and services.

Pragmatically, our research indicates that there is a substantial new student audience interested in attending classes under the high intensity format.

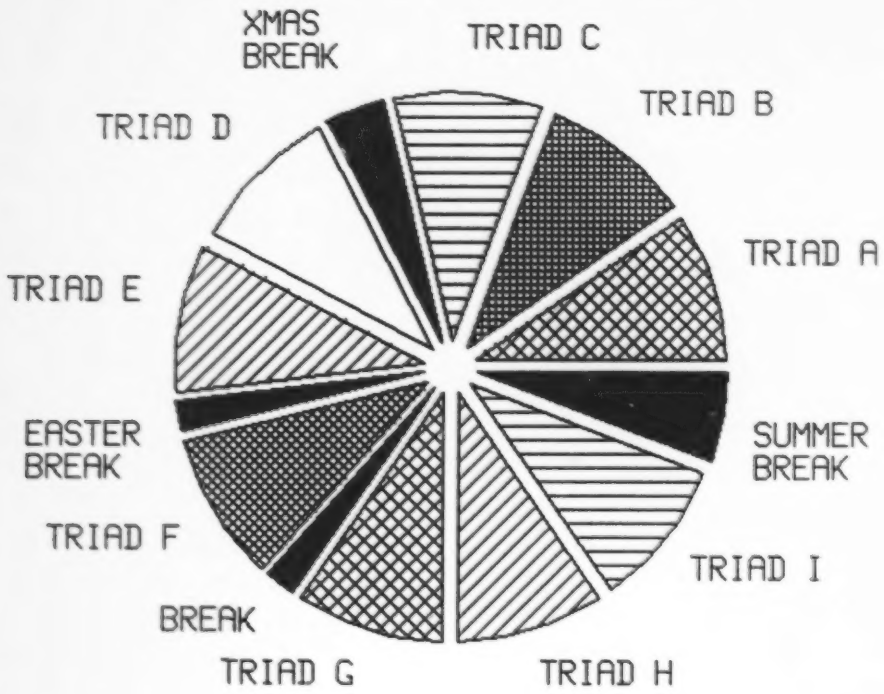
For all of these reasons, a Trimester is a logical system to install in our educational institutions. However, the contemplation of any calendar change should consider several additional basic factors, first of all, the academic, and personal needs of students and the implications they hold for the courses, programs, and services maintained by the community college; second, the human and physical resources of the educational institution; third, the economic realities relating to the operation of the institution; and finally, the environmental context in which both the student and the institution operates. Such changes should not be made in a vacuum, nor should they be made without due care and consideration of all of these factors. The Trimester Plan considers these elements, and is a calendar alternative that will be appropriate to present and anticipated student needs.

The proposed yearly schedule is as follows:

TRIMESTER ONE
15 week instructional program
2 week Christmas break

TRIMESTER TWO
15 week instructional program (with Easter vacation imbedded)
1 week break

THE TRIMESTER SCHEDULING SYSTEM



TRIMESTER THREE
15 week instructional program
3 week summer break

52 weeks

All courses will be taught for the same number of hours as presently taught.

Faculty load will be the same as now....for example, faculty members exclusively teaching three unit classes will teach a total of ten classes in two Trimesters (i.e. five Triads). Thus, in terms of hours taught, a full-time faculty member with the above assignment will teach a total of 525 hours per year, which is the same as a full-time faculty member teaches under the present Semester system.

Students will have the option of taking one or two classes each Triad. Again, if pursuing a schedule of three unit classes, they can receive a maximum of six units credit per Triad, or eighteen per Trimester. If they attended classes all three trimesters, they can accumulate 53 units in a single year (one Triad has a maximum of only 5 units). On the other hand, students wishing to move at a slower pace can take one class per Triad and thus concentrate all of their efforts in that single area, while students needing only a single course can complete it in five weeks.

Full time faculty will teach for two Trimesters during a school year, and have the option of teaching during the third Trimester (or a portion thereof) as an extra-pay assignment.

The above plan can be made even more flexible by the inclusion of alternative instructional delivery methods, to give students the potential of taking the same class by traditional methods, by television, by computer-delivered instruction, and by other self-paced methods appropriate to the course itself.

The Academic Core Curriculum

The purpose of education is to provide the student with the skills and knowledge necessary to successfully adapt to reality.

This statement is one of the driving forces behind the Innovative Center concept. However, to fully comprehend its meaning, one must understand the nature of modern reality. Today, we are in the midst of the most significant and rapidly paced societal transitions in the history of the world. Behind these transitions are the amazing number of scientific and technological advances of the last century. These advances, including such things as electricity, the automobile, the airplane, indoor plumbing, the radio, penicillin, television, the atomic bomb, and the computer, have created constant, unrelenting change for our society. Therefore, education must

provide the means for individuals to acquire the skills and knowledge necessary to adjust to rapid, unforseen changes that have the potential to radically change their lives.

There are numerous ways to approach the acquisition of a general education. One way is for colleges to provide students with a "cafeteria" of courses from which the students may select sufficient college units to make up their individual "general education". What this frequently produces is a series of individual course experiences that may or may not fit into a meaningful educational pattern and may or may not provide students with the cultural literacy necessary to establish the foundations of learning required for continued, life-long education.

A better plan, we believe, is to present students with a pre-selected series of courses that will provide them with both a comprehensive background of general education subject matter, and the foundations upon which multiple future educational experiences can be built. The key ingredients in this program are quality courses based upon a broad Liberal Arts pattern. In addition, such courses should be integrated to provide students with a broad perspective of the world around them, and should be taught by the finest of instructors, dedicated to academic excellence.

These courses, which will comprise the proposed SAGE (Students Acquiring General Education) Program, will be transferable to the California State University System, and upon their completion the student will be certified as having met the lower division general education transfer requirements. While the SAGE Program may be completed in 45 weeks (not including vacation time), qualified students not wishing to enter the "Fast Track" may take longer to complete the Program or limit their participation to individual classes.

Occupational Training

The demands of our complex society mandate that for many individuals a rapid pathway toward occupational competence is an absolute necessity. For these individuals, we propose a series of courses designed to fit them for the world of work in as short a time as five weeks! For others we would offer longer duration programs, retraining, internship programs that will combine on-the-job training with academic training and inservice, and continuing education programs specifically tailored for a variety of businesses and professions. In addition, we will actively pursue job placement for all of our occupational students. The courses and programs will be established under the SOAR (Skilled Occupations And Retraining) Program, keeping in mind both the immediate and projected employment needs and requirements of our community. At the present time, the following occupational areas are planned or under further investigation:

Computer-related skills - Productivity Software
Business Management for Service Industries
Business Management - Continuing Education
Real Estate Internship
Paralegal Program

Human Physiological Response Technician
Pharmacy Technician
Optometrist Assisting
Security Firm Management
Eldercare/Home Health Care
Contract Education
Equestrian Service Training
Racetrack Management and Services
"Wonders Program"
Continuing Education for Elementary Teachers

Alternative Instructional Delivery

Another change that should be implemented relates to the manner in which we deliver instruction to students. We have a considerable body of knowledge in modern learning theory related to the description and analysis of how we learn. It is also possible to determine the manner in which individuals best accomplish learning. What we have not done consistently is to fuse this learning theory with the methods through which we deliver the instruction. We teach (usually in a lecture format) as if everyone learns in the same way and at the same rate! We have generally made learning the variable and time the constant...instead of determining a body of material that should be "learned" for the satisfaction of a given course requirement, and then allowing students to proceed at their own pace to a mastery of the material. Some might chose to do so quite rapidly, while others might desire to "savor" the experience over a longer period of time.

Through the use of the computer, the interactive computer-video disc player learning system, audio tapes, instructional television, and other emerging technology, we can provide students with "high tech" alternatives to sitting in class. Alternative instructional delivery means that students will have a variety of ways of learning the same body of instructional material.....they can select the traditional lecture method, or any one of a number of independent or small group learning strategies. The development of alternative instructional strategies will also open the door for diagnostic (how we learn and what we need to know) and prescriptive (what instructional strategy would best be employed) counseling. The potential for an increase in both the depth and breadth of learning under this system is immense.

Faculty As Instructional Managers

At the present time, faculty are our primary dispensers of information. Students file into class, the faculty member lectures to them, then they file out of class, and generally, if the class is over 40 students, there is only a limited amount of student-faculty interaction. A better way, we believe, is to redefine the role of the faculty member from "dispenser of information" to "manager of the instructional process"! This redefinition represents a totally different approach to the role of the professional educator! Armed with a variety of instructional technology devices from computerized library search

systems to video disks, teaching only two classes per Triad, able to juggle a schedule from single classes to large-group-small-group interactions, the faculty member of the future will design instructional strategies for his students and assist them in the accomplishment of their mutual goals. This instructor will confer with individual students, meet with students in small groups, lecture to large groups when appropriate, and use modern technology to prepare the students of tomorrow. Excellence in both content and delivery will be the watchword, and accomplishment of learning goals will be the distinguishing characteristic of this activity.

Faculty Creativity

Commonly, educational institutions do not encourage a great deal of risk-taking among their faculty members. For reasons that are generally classed as "financial", schools simply cannot afford to make very many mistakes...and thus it becomes difficult to encourage research and development as a process. Consequently, change comes slowly to education and the inertia of past glories is more forceful than is the challenge of seeking new ways of doing things. Thus, in spite of what we know to be true about promotion of the adaptive potential of the institution, the safer position is the status quo.

This maintenance of the status quo forces American education to be a "trailing edge" industry.....a position that is most illogical at any time, and particularly illogical in the present era. In the information age, knowledge is the critical ingredient of societal advancement...and if public educational institutions are not at the forefront...leading in the pursuit of information transfer....other institutions will replace them for, as anthropology teaches us, the culture always reacts to needed change!

By both design and intent, we envision the community college campus to be a place where faculty are encouraged.....yea charged, with the responsibility of making new mistakes! We propose that this be done under what we call the FIRST (Faculty Innovative Research Supporting Teaching) Program where it will be understood that risk-taking is the only road toward improvement.....and as such.....the greatest risk is not risking!

Diagnostic And Prescriptive Counseling

Counseling is one of the major keys to both student and institutional success. The proper placement of students in classes lies at the very heart of student progress, academic quality, and the maintenance and perpetuation of instructional standards. With our modern assessment tools, and with the potential development of alternative modes of instructional delivery, we have before us an opportunity whereby the skilled counselor, like the physician, can be provided with the tools to diagnose and prescribe. The counselor will diagnose each student in terms of educational needs, skills, abilities, interests, current state of progress, and learning style so that learning will be facilitated to the highest level. Once the diagnosis is accomplished, the counselor will then prescribe the sequence of educational experiences that will assure the student of attaining his/her goals in the shortest time possible.

The Ability To Start Small

One of the remarkable things about both the general education core program and the occupational program is the ability to start these programs on a small scale. For example, the core curriculum can be started with only one instructor, and the occupational programs can be started with a staff size commensurate with the demands of the community. Another advantage of starting small is the ability to more quickly respond to changing community needs!

The 24-hour College

Not today or tomorrow, but soon, with the development of the alternative instructional delivery system, we will be able to offer students the option of utilizing self-paced instructional materials 24 hours per day! In addition, with the installation of a host computer and telecommunications technology, we will be able to deliver computer-based instructional materials directly to students at their home, in their car, or anywhere else they may be!

The Flexible Schedule

Again, through the medium of alternative instructional delivery, students will be afforded the opportunity to receive instructional materials at the times most convenient to their changing schedules.

Changing The Role of Students

To accomplish all of these goals it will be necessary for education to be characterized by quality at all levels. To achieve this quality will require that the role of the student change from that of a passive acceptor of whatever is dispensed to that of an active acquisitor of knowledge and skills who has the primary responsibility for his/her life long education. Only by accepting this responsibility will the student acquire the knowledge, skills, and confidence necessary to adapt to a constantly changing world which will most likely continue to be characterized by ambiguity, ambivalence, and danger, but will also continue to provide challenge, opportunity, and achievement for those who are prepared.

The Public Educational Institution Independent Of Public Funds

The bottom line for the development of the Innovative Center is the generation of cash flow from outside sources, and in sufficient amounts to insure that not one cent of existing district ADA income will be diverted into this project. In considering this matter we have arrived at two major financial goals for this institutional model:

> To expand post-secondary educational opportunities to a broader student audience at no increase in cost to either the district or the student.

To develop a public educational institution that is independent of tax support for its funding.

These goals can be accomplished through the development of the FUNDS (Financial Underwriting of New Development Strategies) Program. This Program will generate a surplus of monies that can be used to support other vital projects, and the ADA generated will be yet another "bonus" for our efforts. At the present time the following operations are being explored:

Sports Complex: Income to be generated through conducting softball tournaments and leagues, snack bar sales of food and beverages, batting cage operations, a conference center, and a restaurant.

Equestrian Center: Income to be generated through rental of stalls for horses, riding lessons, and horse and rider training. In addition, this facility will form the basis for an equestrian program that will include service courses and programs for the equestrian industry and for local horse owners.

Land Lease: Income to be generated by leasing portions of the site for the development of strip shopping centers and residential uses.

Software Sales: We will enter into an agreement with a software merchandising firm to sell the software that will be developed by faculty engaged in the creation of alternative instructional delivery software. By engaging in this type of activity, which will comprise one aspect of the FIRST Program, both faculty and institution will profit. Anticipated software sales for use on computers and computer/video disk will include private industry, other schools, colleges, and universities, and foreign countries.

Child Care Center: Income will be generated through a joint venture agreement for the operation of the Child Care Facility. This center will feature the extended operational hours of from 6 a.m. to 11 p.m. Preliminary talks have taken place for the subsidizing of this operation by area industry.

Contract Education: The concepts behind the development of an innovative center are highly compatible with the training needs of business and industry. Preliminary interest has already been expressed in our development of special training programs for area firms.

Swap Meets: No other swap meets exist in the general area, making the site of the innovative center a "natural" for conducting this highly profitable venture.

A Community Services Auditorium: A 2000 seat facility for conducting major musical events, plays, concerts, and related events. Income will be generated by leasing the auditorium to promoters for use in staging headline attractions.

Theatre Under The Stars: For use during fair weather for outdoor musical events, graduations, and other assemblies which lend themselves to this setting.

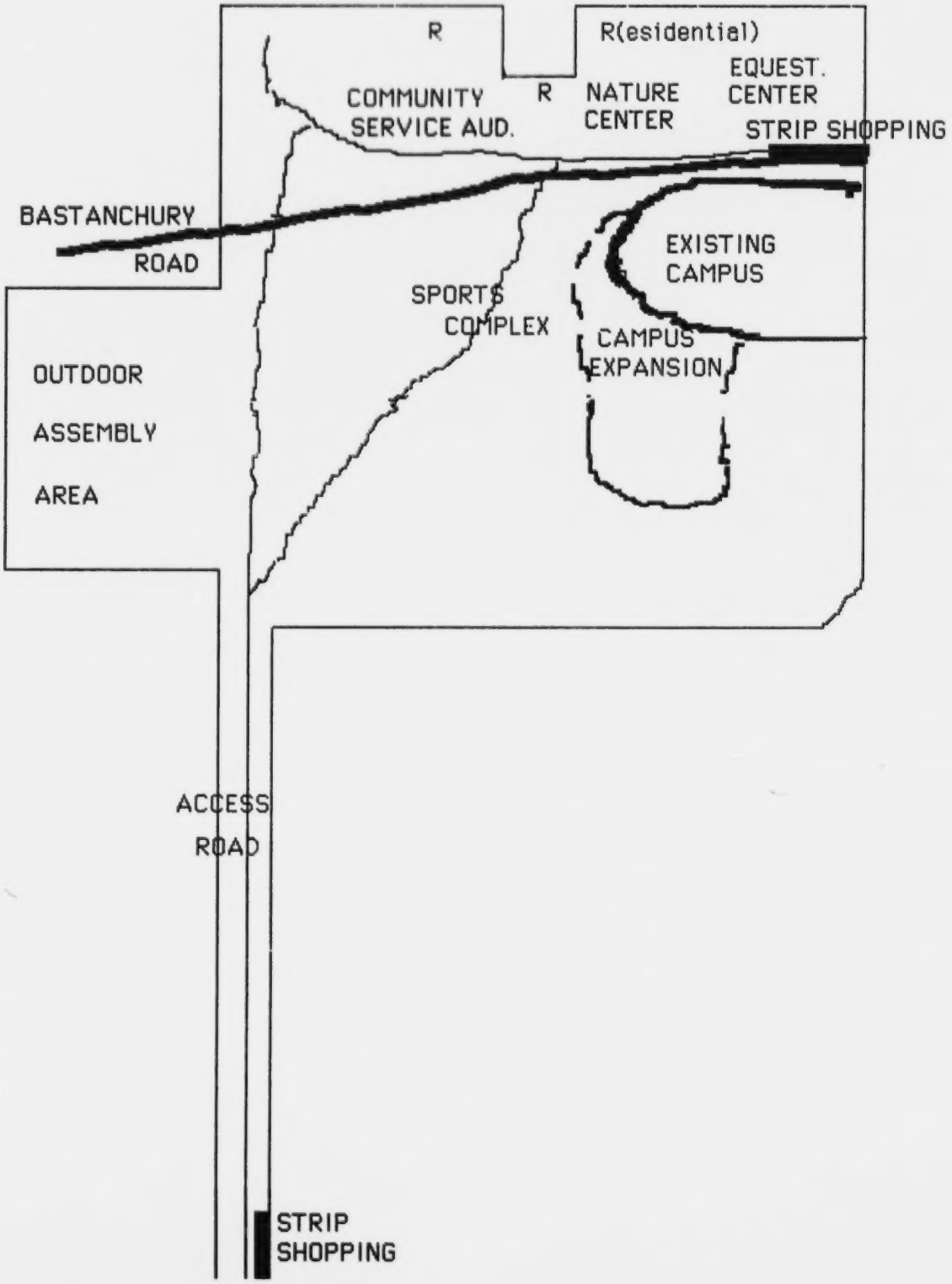
Picnic/Outdoor Assembly Area: For use in group picnics, outdoor exhibits, and related events.

SUMMATION:

It was John Kennedy who said, "Our progress as a Nation can be no swifter than our progress in education....the human mind is our fundamental resource". These words are more to the point today than they have ever been, and the challenges before us as community college educators have never been greater.....nor has our opportunity to make a significant contribution to the betterment of our service to all of humankind.

We are optimistic in regard to all of these challenges. We will accomplish these tasks that we have chosen to accomplish and realize all of our collective goals, for our students, and ourselves.....we will succeed because it is our imperative to do so!

PLOT PLAN OF PROPOSED INNOVATIVE CENTER AND ENTREPRENEURIAL OPERATIONS



NORTH ORANGE COUNTY

COMMUNITY COLLEGE DISTRICT

James S. Kellerman
CHANCELLOR

DR. LYNDON TAYLOR
Assistant Chancellor
Instructional Services

March 17, 1988

Dr. Arthur M. Cohen
Center for the Study of Community Colleges
1047 Gayley Ave.
Los Angeles, CA 90024

Dear Art:

Thanks for your encouraging letter regarding what we are doing here in the Yorba Linda Education Center. In this regard, I thought I'd provide you with an "update"...

1. Our Board of Trustees has now given approval to the entire concept as presented in the paper I sent to you. All that's left is for me to present the details of the income-generating aspect of the program.

2. Our first entrepreneurial activity on the site will be the development of the softball complex. From this activity we will receive a first year guarantee of $420,000 and then increase in per year income, (the actual first year income will probably be closer to $750-800,000.)...and that's with NO risk to the District...all we do is put up the land on a fifteen year lease! If we chose to take a slightly larger risk, by borrowing the construction funds, our first year guarantee will jump to approximately $1.1 million! Needless to say, this will go a long way in financing our innovative center!

3. Our second entrepreneurial activity will be an equestrian center. This will generate somewhere around an additional $250,000 per year, in the first few years, then get "better"!

4. Our instructional planning is coming ahead nicely...the core curriculum concept is shaping up, as are some interesting contacts with area business and industry!

Thanks again for your letter, I appreciated it!

Sincerely,

Lyndon E. Taylor

4175 FAIRMONT BLVD., YORBA LINDA, CALIFORNIA 92686 • TELEPHONE (714) 779-7475

VERIFICATION OF CONCEPTS PRESENTED:

The concepts and ideas presented in this paper can be confirmed by the reader directing his attention to the following recent publications:

What Do Our 17-Year Olds Know? (A report on the First National Assessment of History and Literature)
Ravitch, Diane and Chester Finn
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New York: Alfred A. Knopf, 1987

Mega-Traumas
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